

# **EXPLORING METATEXTUAL DEVICES IN EFL LEARNERS' UNDERGRADUATE THESIS**

## **A THESIS**

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher  
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## ABSTRACT

Aam Amaliah. 14121330381. *Exploring Metatextual Devices in EFL Learners' Undergraduate Thesis*.

This study was primarily intended to explore metatextual devices in EFL learners undergraduate thesis. The analysis was centered around metadiscourse taxonomy by Hyland (2005), cooperative principle (Maxim) by Grice, and cooperative principle based model of metadiscourse (metatext) devices by Abdi R (2010). This study explored kinds of metatextual devices in EFL learners' undergraduate thesis. The term metadiscourse (metatext) are the ways we articulate and construct interactions, stressing the fact that, as we speak or write, we negotiate with others, making decisions about the kind of effects we are having on our listeners or readers (Hyland, 2012: 126).

This study aims to (1) to find out metatextual devices commonly found in EFL learner's undergraduate thesis, (2) to find out how EFL learners' of IAIN Syekh Nurjati use common metatextual device in the thesis. There relate to the two research question of this study.

The research is designed as qualitative research. The data is taken from undergraduate thesis belonging alumni of English language department in 2015. The technique of collecting data is documentation. Then, analyzed with content analysis based on Hyland's model investigate the devices that commonly used and how the used of common metatextual devices in the text. The data taken from the clever students, because product from the clever students is reliable and the data more valid. The thesis that analyzed by researcher are one sampling from alumni in 2015. That is not all part of thesis which analyzed, it just introduction chapter because this part of thesis have a key knowledge or information about what is going on in the next chapter related to the purposes of the study.

The result shows that all of devices found in undergraduate thesis including transitions, frame markers, code glosses, evidential markers, engagement markers, self mention, endophoric markers, hedges, booster, and attitude markers, from all of those devices the metatextual devices commonly found in Dinto's undergraduate thesis is frame markers. Then, the use of common metatextual device in undergraduate thesis hypothesized that frame marker is a device which mostly help to meet the requirements of manner in the cooperative principle model because it help a writer making a text clearly such cooperative principle exactly maxim of manner.

**Keywords:** *Metatextual Devices, EFL Learners, Undergraduate Thesis*






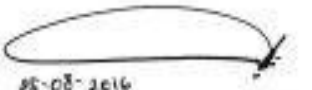
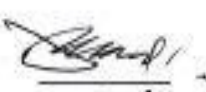

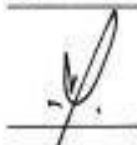
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## CHAPTER 1

### INTRODUCTION

This chapter introduces the nature of present study and theoretical foundation of the research. It begins with research background, research formulations, aims of the research, the usefulness of reasearch, significance of the study, theoretical foundation, research method, and literature review.

#### 1.1 Research Background

This study investigated metatextual (metadiscourse) devices in EFL learners' undergraduate thesis. Learners refer to the English language teaching department of IAIN Syekh Nurjati. As an undergraduate student, EFL learners have to make a thesis as one of requirement to pass study in the college. They face a great demand to this task because EFL learners in English Language teaching department in IAIN Syekh Nurjati are having their mother tongue. They are not native speakers in English, but in college, they do their reading and writing in English as a foreign language. This is a task that makes great demands on their linguistic abilities and communicative competence, extending beyond basic knowledge of grammar, vocabulary and spelling.

The demands involve rhetorical skills in forming texts of various types, including, for example, knowledge of how to present facts effectively, how to argue one's case, and how to manage writer and reader visibility (Adel: 2006:4). Although they are clever, and fluent in the foreign language it

is not right if we think that writing text is an easier think for them. Such Adel says (2006:4) we should not make the mistake of assuming that, as long as a learner is fluent in the foreign language and masters essential parts of its grammar and vocabulary, writing texts is a straightforward matter. Hence, it is important for EFL learners to have the knowledge to use metadiscourse accurately in order to produce a written product which will interact with readers effectively.

In this study, the researcher is adapting Ken Hyland's taxonomy model of metadiscourse which is differentiate into two dimension; interactive dimension and interactional dimension. Crismore et al. (1993: 40) in Moreno (2004:1) says that the term metatext, or metadiscourse, is used to refer to "the linguistic material in texts, whether spoken or written, that does not add anything to the propositional content but that is intended to help the listener or reader organize, interpret, and evaluate the information given". The term metadiscourse (metatext) are the ways we articulate and construct interactions, stressing the fact that, as we speak or write, we negotiate with others, making decisions about the kind of effects we are having on our listeners or readers (Hyland, 2012: 126). In this extract from a hiking guide, for instance, by using metadiscourse accurately in writing, it will help the writer to convey the intended message of the writing content more efficiently to the readers.

Metatextual devices are the most essential thing in producing text. Metatext help the writer to guide the reader. Because the reason for the writer





when write a text is to be read. Along with metatextual devices, the writer is being helped to guide the reader to read the text. Metatextual devices can be used for connecting ideas or building up an argument. It is clear that metatextual devices can even be used for emphasis, when the writer draws the reader's attention to something important. All these devices are designed to guide readers to grasp the writers message (Finnish University, 2005).

Metatext also important to bring up the writer become a success writer because they can make reader are interested to the text and win the readers. It is accepted by Finnish University (2005) which says that "another important function of metatext is to try to win readers". To win the readers writers need to employ several strategies for effective communication with the readers in the text and avoid misreading. Sometimes, the writers, in order to anticipate any misreading, need to inform the readers why a certain choice was made (Rahman: 2004). All of that, can be helped by using metatextual device.

Besides help writer guide the reader, metatext also essential because it can build writer's credibility. Commonly, readers have more confidence in writers who are cautious and critical towards their data, and explicitly mention the limitations of their work (Finnish University, 2005). By using metatextual device such as "hedges" and "boosters" writer able to build a commitment to their viewpoint.

Some studies concerning metatextual devices have been associated with reading (comprehension) (e.g Moreno, A. I. (2004), Rahman (2004), Moreno, A. I. (2003), and Nasser R & Marzieh S (2010)). From all of



previous study, a study that more competence is a study by Nasser R & Marzieh S (2010). Nasser R and Marzieh S (2010) investigate metatext in research articles in English-Persian contrastive used of two selected metatext categories, there are; previews and reviews, in English and Persian research articles. However, this study is different with Nasser R & Marzieh S (2010) study. In the context of my current study, not always referred to exactly the same type of phenomena. The differences are the place of investigation and the field of study. The place of this research is in Indonesia exactly in IAIN Syekh Nurjati Cirebon, and the field of this study are ten metatextual devices.

However, the result of Nasser R and Marzieh S (2010) study that had been done with compared English and Persian research articles cannot fully used in Indonesian context, because it has different place and context that can be affect in writing a text. According to Hyland (2005) “we have to remember that writing and speaking, acts of meaning-making, are never neutral but always engaged in that they realize the interests, the positions, the perspectives and the values of those who enact them”. The differences of the previous study with this study are the place of investigation and the field of study. The previous study investigates two selected metatext categories, previews and reviews, but in this study will investigate all of metatextual devices. So, in this present study will occupy the void of pevious study.

This research complements the missing gap in previous research with observing kinds of metatextual devices commonly found in EFL learner’s undergraduate thesis of English student’s in IAIN Syekh Nurjati without



comparing with another thesis like Nasser R and Marzieh S did which is compare English and Persian research article. As Crismore and Farnsworth says (1990) in Rahman (2004) “by using metatextual devices, the writer can engage their readers by drawing their attention to the act of discoursing, alerting them to various degrees of certainty, and guiding their reading”. It is clear that using metatextual device have many benefit for reader and writer, it is why metatextual device need to be disclose back.

## 1.2 Research Formulation

Question of research also includes the identification of phenomenon, the limitation of the research, and question of the research.

### 1.2.1 The identification of Phenomenon

The identification of phenomenon is needed for giving clasification about the problem that will be investigated. Based on the explanation above, the researcher arranged the identification of problem, those are:

#### 1.2.1.1 The Field of the Research

The field of the research is writing, exactly discuss about metadiscourse (metatextual) devices in EFL learners undergraduate thesis.



### 1.2.1.2 The Main Phenomenon

The main phenomenon of this research is metatextual devices which are used by EFL learner's undergraduate thesis in English language teaching department of IAIN Syekh Nurjati Cirebon. From that phenomenon, the researcher is interested in exploring metatextual devices in EFL learners' undergraduate thesis in order to give an insight a knowledge about metatextual devices to EFL learner's in writing a text.

### 1.2.2 The Limitation of the Research

This study is really important to be researched because metadiscourse has a correlation with learners discourse competence. Discourse competence is an ability to compose text efficiently (Adel, 2006: 7). So, the analyzing about metadiscourse devices might give an insight to EFL learners in comprehending metadiscourse, then it can give benefit in writing a text efficiently. So, the researcher will focus on metadiscourse (metatext) devices.

### 1.2.3 Questions of the Research

Based on the background of the study that have described, there are the questions of the problems are as follows:

1. What kinds of metatextual device are commonly found in EFL learner's thesis in IAIN Syekh Nurjati?





2. How do EFL learner of IAIN *Syekh Nurjati* use the common metatextual device in their thesis?

### 1.3 Aims of Research

In accordance with those real problems above, the aims of this research as follows:

- 1) To find out metatextual devices commonly found in EFL learner's undergraduate thesis
- 2) To find out how EFL learners' of IAIN Syekh Nurjati use common metatextual device in their thesis.

### 1.4 Significance of the Research

Theoritically, this study are aimed to add metadiscourse (metatext) field especially in metatextual devices area relating to ten metatextual devices. The result of this study should provide understanding on people to have illustrated something of how metadiscourse studies are beginning to help people understand more about using metatextual devices, community practices and writer-reader relationship. But most of all, this study hope to have encouraged others to explore these practices and refine the models we currently have.

Practically, the study would give an insight to EFL learners in IAIN Syekh Nurjati Cirebon. They would know what are metatextual devices, and how it is work in the text. And then, EFL learners more care to metatextual devices when making a thesis



## 1.5 Theoretical Foundation

### 1.5.1 The Definition of Metadiscourse (metatext)

Metadiscourse (metatext) is studies that have largely focused on a limited number of academic genres such as research articles, textbooks and dissertations, but it is important to see how interactions work in other kinds of texts (Hyland, 2005: 201). From Hyland's argument that metatext can develop the interaction between writer with the reader. The interaction can be attributed with use metatextual devices through/ passing the process of transferring idea from writer to their reader through Metatextual devices.

Metadiscourse has a considerable importance in academic writing. It carries an essential social meaning by revealing the author's personality and identity and by indicating how the writers hopes his/her readers to respond to the ideational material. The use of metadiscourse the writers make a text logically and make every sentences relate with each other. Such what Mauranen (1993a) says metadiscourse in academic rhetoric was associated with the establishment of coherence and logic. It is also argued that the addition of metadiscoursal features can help writers transform a dry text into a reader-friendly prose, and exhibit the ability of the author to supply sufficient cues to secure an understanding and acceptance of the propositional content (Hyland 2004).



In the same side, Dafouze-Milne (2008) says that maintains, is based on the assumption that writing is a social and communicative process and, in this regard, metadiscourse is used to organize and create a given text by involving the reader and expressing the author's inputs and stances. Accordingly, metadiscourse markers, as Hyland (2005) believes, are linguistic elements writers (or speakers) utilize to not only exchange the information, but also express their attitudes, personalities, and assumptions by addressing and interacting with the receivers of the message.

### 1.5.2 Grice's Model of Cooperative Principle

Grice (1975) says linguistic exchanges are characteristically cooperative efforts; and each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction. Grice (1975:45) proposes a rough general principle which participants are expected to observe. His formulation of the principle runs as follows: "Make your conversational contribution such as is required, at the stage at which it occurs, and by the accepted purpose and direction of the talk exchange in which you are engaged".

A detailed treatment of Gricean CP is beyond the scope of this study. However, it is necessary to remind that Grice's hypothesis of a cooperative principle at work between speakers was intended to yield



a framework in which the relationship between form and meaning was accounted for. For the purpose of this study, it might be enough to recall that his CP consists of a set of maxims subsumed under the categories of quantity, quality, relation and manner which designate the conventions (Table 1 below) which participants in a conversation should and normally conform to (1975:45–46) in order to ensure a successful communication.

Although Grice's idea of the CP was primarily for oral language, and it was introduced to foreground his conversational implicature argument, many studies have tried to use it for different purposes (see Lindblom, 2001:1607 for a list of such studies). Grice himself believed that such a principle could be seen at work in other human transactions. Grice based his cooperative principle divide maxim into four, these are the maxim of quality, quantity, relation, and manner (Paltridge, 2008 :62). The maxim of quality says people should only say what they believe to be true. Grice's maxim of quantity says we should make our contribution as informative as is required. The maxim of relation says we should make relevant contribution to the interaction. And then maxim of manner says we should be clear in what we say, we should avoid ambiguity or obscurity and we should be brief and orderly in our contribution to the interaction.





**Table 1**

The Gricean categories of cooperative principle and relevant maxims

Category	Maxims
Quantity	<ol style="list-style-type: none"> <li>1. Make your contribution as informative as is required</li> <li>2. Do not make your contribution more informative than required</li> </ol>
Quality	Try to make your contribution one that is true
Relation	Be relevant
Manner	Be perspicuous: <ol style="list-style-type: none"> <li>1. Avoid obscurity of expression</li> <li>2. Avoid ambiguity</li> <li>3. Be brief</li> <li>4. Be orderly</li> </ol>

### 1.5.3 Metadiscourse and Cooperative Principle

Hyland's metadiscourse model (2005), drawing on several earlier models, assumed two main categories for Metadiscourse – interactive and interactional. Hyland's model was preferred in this study for (a) being recent, simple, clear and inclusive, (b) building on previous taxonomies, and (c) lending itself more easily to our purpose. The use of



metadiscourse is central to the interpretation of texts as it shows both their attitude what they are saying as well as their attitude to the audience of the text or reader (Paltridge, 2008:62)

Currently, there have been only a few studies that try to explain the metadiscourse marks through the Gricean CP. For example, Kumpf (2000) extended to the visual field of metadiscourse and introduced some relevant categories. In discussing the consistency as visual metadiscourse, he is associated with the Grice's maxim relationship, where readers expect items in discourse to be related. Moreover, understanding the audience is an important factor in the employment of most metadiscourse devices. In this connection, Lovejoy (1987:12) in Abdi R (2010) contended that the CP “defines for the student the relationship between writer and reader, and it enables the student, when faced with a writing task, to conceptualize an audience. Writing is cooperative in that writers’ desire for their intended readers to understand the message is being sent”. Riley and Parker (1998) in Abdi R (2010) have a same idea to visual fields which Kumpf (2000) considers as metadiscourse, related Grice’s maxim of relation to visual fields. Kumpf (2000:420) finally found it plausible to extend the CP to writing a document and then “add the function of metadiscourse as a way for writers to plan and assess their role as cooperative communicators”.

However, Abdi, et al (2010) found it interesting and rewarding to more systematically and comprehensively generalize the concept of the



CP to the use of metadiscourse in research articles by the members of academic discourse community. Davies (2007) says that we believe that cooperation here mostly means rationality from a philosophical point of view, besides (our emphasis) the general folk-linguistic meaning of working together. As an example, in order to meet the quality requirement, we need to be rational, while to realize manner, an understanding of the audience (i.e., working together with them) is inevitable.

By looking closely at EFL learners writings, this paper makes an attempt to tentatively formulate a similar CP which can be argued to be at work in helping how to use metatextual devices in undergraduate thesis. Such a principle, if recognized as a logical driving force, might act as a shield that prevents any interference of inappropriate norms from differing speech communities of the multilingual members, and their preference.

Abdi, et al (2010) has introduced the CP based model of metadiscourse (metatext) devices. According to Abdi, et al (2010) maxims including quantity, manner, quality, and interaction should be working in helping authors to appropriately take advantage of valuable metadiscourse (metatext) devices.



**Table 2: The CP-based model of metadiscourse (metatext) devices (Abdi, et al: 2010)**

<b>Metadiscourse (Metatext) devices</b>	<b>Maxims</b>	<b>Cooperation category</b>	<b>Overall orientation</b>
Endophoric markers	1. Make your contribution as informative as is required. 2. Refer the audience to other parts of the text to avoid repetition. 3. When repetition is inevitable, acknowledge it to avoid inconvenience.	Quantity	Avoiding prolixity to make the text manageable and Friendly
Transitions	1. Properly signpost the move through arguments. 2. Be perspicuous.	Manner	Clarifying steps and concepts to make the text comprehensible
Frame markers	1. Be orderly. 2. State your act explicitly.		
Code glosses	1. Avoid ambiguity. 2. Avoid obscurity of expression.	Quality	Building on evidence to make the







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Evidentials	<ol style="list-style-type: none"> <li>1. Do not say that for which you lack adequate evidence.</li> <li>2. Cite other members of the community to qualify your propositions.</li> </ol>		propositions  tenable
Hedges	<ol style="list-style-type: none"> <li>1. Do not say what you believe to be false.</li> <li>2. Do not say that for which you lack adequate evidence.</li> <li>3. Mark if evidence is not enough.</li> <li>4. Do not use hedges in widely accepted or supported propositions.</li> </ol>		
Boosters	<ol style="list-style-type: none"> <li>1. Do not say what you believe to be false.</li> <li>2. Do not say that for which you lack adequate evidence.</li> <li>3. Mark if evidence is notable.</li> </ol>		

	4. Do not use emphatics if evidence is not enough.		
Attitude markers	Express your feelings or avoid them, according to norms and conventions.		
Self-mention	Enter your text or sidewalk it, according to norms and Conventions	Interaction	Making people and feelings visible to promote rapport
Engagement markers	1. Draw the audience in or ignore them, according to norms and conventions. 2. Give directions to your readers to follow when appropriate.		

#### 1.5.4 Metadiscourse Devices

Hui and Na (2008) state, "when we talk about the use of metadiscourse in a text, we are talking about metadiscourse features. The features are markers the devices. They are actually those linguistic markers which, while not inherently necessary to the topic, show that the writer is aware of the needs of the audience in order to communicate the semantic content".



Furthermore, Hyland (2005:3) argue that in this way, “the writer is not simply presenting information about the suggested route by just listing changes of direction, but taking the trouble to see the walk from the reader’s perspective.” Using metadiscourse devices in the text, writers would be able to instantiate the intended propositional content and their ideas both coherently and intelligibly for revealing the maze of their units of thoughts to the readers. Then, metadiscourse devices would build an interaction between the reader and writer and account for the atmosphere and reader-friendliness of the text (Hyland & Tse, 2004). Hyland (2005) divides metadiscourse into two broad categories:

#### 1.5.4.1 Interactive

Interactive is a features used to organize propositional information in ways that the target reader should find coherent and convincing (2005: 50). The interactive dimension concerns the writer’s awareness of a participating audience and the ways he or she seeks to accommodate its probable knowledge, interests, rhetorical expectations and processing abilities. The writer's purpose here is to shape and constrain a text to meet the needs of particular readers, setting out arguments so that they will recover the writer's preferred interpretations and goals. The use of resources in this category therefore addresses ways of organizing discourse, rather than experience, and reveals the extent to which the text is constructed with the readers' needs in mind. (Hyland, 2005:49)



#### 1.5.4.2 Interactional

Interactional dimension is features that draw the reader into the discourse and give them an opportunity to contribute to it and respond to it by alerting them to the writer's perspective on propositional information and orientation and intention with respect to that reader (2005: 52).

### 1.5.3 Hyland's Metatext Devices' Taxonomy

A recent taxonomy of metadiscourse have formulated by Hyland (2005) which shows in Table 1.2 below was chosen as the model for this study. As Abdi says (2011) Hyland's model is highly preferred in modern metadiscourse studies for being recent, simple, clear, and comprehensive.

**Table 3**

**A model of metatextual device in academic texts**

Category	Function	Examples
<b>Interactive</b>	<b>Help to guide the reader through the text</b>	<b>Resources</b>
Transitions	express relations between main clauses	in addition; but; thus; and
Frame markers	refer to discourse acts, sequences or stages	finally; to conclude; my purpose is
Endophoric markers	refer to information from other part of texts	noted above; see figure; in section 2





Evidentials	refer to information from other texts	according to X; Z states
Code glosses	elaborate propositional meaning	namely; e.g; such as, in other words
<b>Interactional</b>	<b>Involve the reader in the texts</b>	<b>Resources</b>
Hedges	withhold commitment and open dialogue	might; perhaps; possible; about
Boosters	emphasize certainty and close dialogue	in fact; definitely; it is clear that
Attitude markers	express writers' attitude to proposition	unfortunately; I agree; surprisingly
Self Mentions	explicitly reference to author(s)	I; we; my; me; our
Engagement markers	explicitly build relationship with readers	consider; note; you can see that

#### 1.5.3.1 Transitions

Transition markers are primarily conjunctions and conjunctives that help the readers determine the logical relationships between propositions. Authorities have proposed a number of categorizations, including (Hyland, 2005):



- (a) Additive — moreover, for example (also an endophoric marker), similarly
- (b) Causal — therefore, as a result, it follows that
- (c) Adversative — however, that being said, nevertheless
- (d) Temporal — first, second, next, then, finally.

#### 1.5.3.2 *Frame Markers*

Frame markers refer to discourse acts, sequences, and stages which is provide framing information about the elements of the discourse Includes:

- a) Sequencing: Frame markers that are used to sequence parts of the text or to internally order an argument such as explicit additive relations.

Words to look for:

(in) chapter x, (in) part x, (in) section x, (in) this section, finally

- b) Label: Frame makers that explicitly label text stages.

Words to look for:

All in all, at this point, at this stage, by far, in brief, in conclusion, in short

- c) Announce goals: Frame makers that announce discourse goals. Words to look for:

In this chapter, in this part, in this section, aim, desire, focus, goal, intend to



d) Topic Shifts: Frame markers that indicate shifts in topic.

Words to look for:

Well, right, ok, now, let us return to, back to, digress, in regard to, move on

#### 1.5.3.3 *Endhoporic Markers*

It is markers refer to information in other parts of, including; expressions that refer to other parts of the text, Goal is to make additional content material salient and therefore available to the reader in aiding the recovery of the writer's meaning, assist with comprehension and supporting arguments by referring to earlier or anticipating something yet to come, guide to reader through the discussion and help direct the reader to the writer's preferred interpretation of the discourse.

Words to look for: In Chapters x, in part s, in section x, in the x chapter, in x part, in x section

#### 1.5.3.4 *Evidentials*

Evdentials refer to information in other texts, include:

- a. Metalinguistic representations of an idea from another source.
- b. Guide the reader's interpretation.



- c. Establish an authorial command of the subject.
- d. Can involve hearsay, or attribution to a reliable source.
- e. Refer to a community based literature and provides important support for arguments.
- f. Distinguish who is responsible for a position and while this may contribute to a persuasive goal it needs to be distinguished from the writer's stance toward the view.

Examples: Date, name, cite, quote, reference number, according to

#### 1.5.3.5 *Code Glosses*

Code glosses supply additional information by rephrasing, illustrating or explaining. They reflect the writer's assumptions about the reader's cognitive environment. Word to look for: e.g., for example, for instance, I mean, in fact, in other words, indeed, known as, namely, or, put another way, say, specifically, such as, that is to say, that means, via, which means

#### 1.5.3.6 *Hedges*

Hedges is a device which is withhold comment and open dialogue:



- a. Indicate the author's decision to recognize alternative viewpoints and voices
- b. Withhold complete commitment to a proposition
- c. Emphasize subjectivity of a position through opinion
- d. Create positions of negotiation
- e. Imply statements are passed on writer's reasoning
- f. Indicate writer's degree of confidence in position

Words to look for: About, almost, doubt

According to Hyland (2005:52) hedges are devices such as possible, might and perhaps, which indicate the writer's decision to recognize alternative voices and viewpoints and so withhold complete commitment to a proposition. Hedges emphasize the subjectivity of a position by allowing information to be presented as an opinion rather than a fact and therefore open that position to negotiation.

#### 1.5.3.7 Boosters

Boosters is a device that allow the writer to anticipate and preclude alternative, conflicting arguments by expressing certainty instead of doubt. It is Strengthen and argument by emphasizing the need for the reader to draw same conclusion as writer. Then, has a function as close down possible alternative by emphasizing certainty and narrowing diverse





positions, create rapport with reader by taking a joint position and using a confident voice. Examples: beyond doubt, clearly, definitely, we found, we proved, it is an established fact.

#### 1.5.3.8 *Attitude Markers*

Attitude markers are express writer's attitude toward the propositional information: Convey surprise, agreement, importance frustration versus commenting on status of information i.e. truth, relevance, undeniable, without a doubt. Words to look for: admittedly, agree, amaze, appropriate

According to Vande Kopple's classification cited on Hyland (2005 :32) attitude markers used to express the writer's attitudes to the propositional material he or she presents (unfortunately, interestingly, I wish that, how awful that). Attitude markers indicate the writer's affective, rather than epistemic, attitude to propositions. Instead of commenting on the status of information, its probable relevance, reliability or truth, attitude markers convey surprise, agreement, importance, obligation, frustration, and so on.

#### 1.5.3.9 *Self Mention*

Self mention here is the device that explicit reference to the writer including:



- a. Refer to explicit writer presence in the text
- b. Measured by frequency of first person pronouns and possessive adjectives.

Words to look for: I, we, me, my, our, mine, the author's, the writer, the writer's

#### 1.5.3.10 Engagement Markers

Engagement markers explicitly build relationship with reader:

- a. Devices that directly address the reader by focusing their attention or to include them in the context
- b. Create impression of authority, integrity, credibility by emphasis or dampening the reader in the text

Words to look for: by the way, calculate, choose, classify, compare, connect

#### 1.5.4 EFL Learners

EFL learners are learners who learnt English as their foreign language. English is learnt and taught in many different contexts and in many different class arrangements. Such differences will have a considerable effect on how and what it is we teach. Students of EFL (English as a Foreign Language) tend to be learning so they can use English for travelling or to communicate with other people, from



whatever country, who also speak English (Harmer, 2010: 12). People learn English because they have moved into a target language community and they need to be able to operate successfully within that community. The purposes of students have for learning will have an effect on what it is they want and need to learn-and as a result will influence what they are taught. (Harmer, 2010: 11).

## 1.6 Research Method

Here, the researcher represents the research method in detail. It describes about the objective of the research, respondents, the method of the research, the source and type of data, instrument of the research, technique of collecting data, and technique in analyzing data.

### 1.6.1 The Objective of the Research

The main objective of this study is to explore the metadiscourse (metatext) devices in EFL learners undergraduate thesis belongs to one of alumni of English Language Teaching Department IAIN Syekh Nurjati in 2015 with the pseudonym Dinto. It is based on Hyland's model to investigate the devices that commonly used and how they used the devices in their text. This study was conducted on 1<sup>st</sup> July until 5<sup>st</sup> August 2016. The place could be at the campus, mosque, library and house. Alwasilah (2000: 100) says that qualitative research focus on phenomena. It does not have generalizability and comparability, but have internal validity and



contextual understanding. The researcher's action for (1) collecting the data, (2) analysing the data, and (3) presenting data.

### 1.6.2 The Participant and Population of the Research

The participant of this research is source of data. The data which is analyzed consist of undergraduate thesis belonging to the best students of English language teaching department of IAIN Syekh Nurjati who graduate in 2015. The data is taken from the clever students, because product from the clever students is reliable and the data more valid. That is not all part of thesis which analyzed, it just introduction chapter because this part of thesis have a key knowledge or information about what is going on in the next chapter related to the purposes of the study.

### 1.6.3 Method of the Research

The method of this research is descriptive qualitative research. The reason takes this method because the participant could give the available and much deeper data. Descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved.

The central purpose of these studies is to understand the world or the experience of another (Ary, D et al., 2010: 453). According to Vickie A. And Clinton E. Lambert. (2012) qualitative descriptive is



approach that very useful when researchers want to know, about the events, which involved, what is involved, and where things are happening. Then, for the data of qualitative descriptive studies focuses on discovering the nature of the specific events under study.

Then according to Creswell (2007:22) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

#### 1.6.4 Source of Data

The source of data is divided to two kinds. Those are primary source and secondary source. The primary source is a main source that used by researcher. The primary source here is undergraduate thesis. Then, the secondary source is an additional source. The secondary sources of data are book, journal, dictionary and etc.





### 1.6.5 Instrument of Collecting Data

The instrument of this research is researcher herself. The researcher as the source for collecting data. Here, as the instrument of collecting data, researcher more comprehends the data for giving more information clearly, and accurately. Ary et. al (2010:421) stated that the primary instrument used for data collection in qualitative research is the researcher him-or herself, often collecting data through direct observation or interviews thus, the instrument of this research is the writer herself.

### 1.6.6 Technique of Collecting Data

The data were collected from the English language Teaching Department of IAIN Syekh Nurjati. The data is collected by analyze thesis of EFL learners undergraduate thesis in IAIN Syekh Nurjati Cirebon. The technique of this research is documentation. To prove the research, data is needed and to analyze the fact and phenomenon, it's completed by formulating the investigation and to concern in solving problem through content analysis. Those techniques fit to the research design as qualitative research.

Here, the researcher used document analysis to collect the data. Document analysis is collecting data from sources other than human (non-human source) intentionally collected from various sources. For examples political periodic reports, meeting notes, documents an



individual, personal journals, transcripts of interviews, and others. (Alwasilah.2015: 140). In this research displayed the documentation of undergraduate thesis. While according to Grabe (2002:166) stated that document analysis is is collections of sets of documents that are relevants to the research questions.

According to Lodico (2010: 131) documents produced by the participants as part of their regular lives generally include familiar things like public records or reports, personal letters, bulletin boards, newspapers, or instructional materials. Typically documents are collected from the site and their content analyzed.

#### 1.6.7 Technique of Analysis Data

Data collection and analysis in this study are inductive process according to Lodico, et.al (2005: 302), qualitative research is inductive processes. The data are collected and gradually combined or related to form broader, more general descriptions and conclusions.

The *first* step is collecting the thesis of EFL learners in IAIN Syekh Nurjati Cirebon. Researcher prepare the data, make sure that data are in a form that can be easily analyzed and then organize it. Depending on the time and resources available, researchers may aim for different levels of depth in preparing their data. Secondly, researcher broke down the paragraf into sentences. *After that*, researcher researched and analyze sort of metatextual devices in the thesis to answer the purposes.



Researcher made a review and explored the data. *After analyzed* and exploring all of metatextual devices data, researcher will be grouping that metatextual devices appropriate the kind of those device. *In this section, researcher counted* the data and *then* code it to kind category of those device. In this case, the researcher categories all the data. They are divided in the primary and additional data. It is very beneficial for researcher to analyze the data, take the major data that contributes to the study, and reduce unimportant the data. As Fraenkel et al, (2012: 436) stated that coding in qualitative studies as the analytic process through which data are fractured, conceptualized and integrated to form theory. Qualitative codes can be descriptive and are usually generated a priori (selective coding) or emerge inductively (open coding) from data. Codes and subcodes are often refined iteratively by qualitative researchers as they strive to make sense of their data through categorization, thematic analysis, and in some cases advanced theory building.

The process enumeration frequency of apparition metatextual devices and coding aim to group those in categories to make researcher easier in conduct the finding comparison in one category or traverse category. Then that comparison aim to develop the theoretic concepts. Coding intended for the fracture of the data of and rearranges it into. categories that facilitate the comparison of data within and between these categories and that aid in the development of theoretical concepts.



Another form of categorizing analysis involves sorting the data into broader themes and issues (Maxwell, 1996: p.78-9; cited in Alwasilah, 2012: 116).

All named that used in this study are pseudonym names, that is: Dino. Then, to make readers easy to read, the data which analyze used name codes. Here is a code that used:

S : Sentences
---------------



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

### 1.6.8 Research Timeline

MONTH	June		July				August				September			
WEEK	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Completing a new data														
Analysis metatextual devices														
Interpret the data														
Finishing the thesis														
Thesis examination														
Thesis revision														

### 1.7 Literature Review

This section reviews some previous studies that related with this research. It is for supporting this research. Metadiscourse lay open the writer awareness to develop and fulfill the reader requirement, go together the clarification, interaction, and tuition in comprehending text (Hyland, 2005: 17). The present paper partially continues a tradition represented by studies such as Rashidi N & Souzandehfar M (2010), Moreno, A. I. (2004), Moreno, A. I. (2003) whose purpose was to investigate differences variations in the





use of metadiscourse by student writers in English - Spanish, and English-Persian.

In previous research, the concept of metatext has not always referred to exactly the same type of phenomena. The study by Rashidi, N & Souzandehfar, M (2010) talks about the used of two selected metatext categories (there are: previews and reviews) in English and Persian research articles. They examined the distribution of previews and reviews in five major sections of the articles in both languages and also investigate about how the selected metatext categories in English research articles is larger than in Persian research articles.

Different with Moreno (2004) which study about the relative uniformity of research articles imposed by the requirements of the genre, there may be variations in preferences between different writing cultural rhetoric. This paper develops further(1998) model for comparison metatext Moreno used in English and Spanish for premise-conclusion signal coherence relations. It does by focuses on the types and usage preferences retrospective cohesive mechanism used in premise-conclusion metatext to label the premise from which conclusions will come to be withdrawn.

Furthermore, a study by Moreno (2003) show how enough the breakdown of language used in textbook about humanity which will depict the metatext cause to see that newest theoretical in perspective. This study compare account of metatext use the sample of 11 textbooks on academic writing to the results obtained from analysing the actual expression of 283



causal coherence relations drawn from a sample of 30 cause-and/or-effect essays. The results reveal that the textbook accounts examined often provide a narrow picture of how this area of language works in this specific subgenre.

From those previous study can be taken a conclusion that previous study and this present study have the same area that is metatext. Those three previous study above have differences with this study. The differences is this study analyse the use of metatextual devices are commonly used by EFL learners in undergraduate thesis of IAIN Syekh Nurjati while, previous study compare the use of metatextual devices by differentiating among English-Spanish, and English Persian.



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  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

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